



## Year 7 Music

### Aims:

- To learn to perform using a variety of instruments including using their voices
- To learn to perform in an ensemble
- To learn how to create and compose music in a range of styles
- To develop a deeper understanding of music from a broad range of different genres and cultures
- To instil the STRIPE habits in students' learning in music

### Content:

Music is a universal language that embodies one of the highest forms of creativity. Each term students will develop their understanding of music whilst exploring answers to a driving question. In term one students explore "Who creates my image?" Students will perform, listen, review and evaluate music across a range of historical periods, genres, styles and traditions allowing critical engagement of music or 'image' that this creates. Using this as a starting point students then explore the question in Term 2, "What are the challenges facing our world?" This has a strong focus on Reggae influences and explores how war has also impacted music. In term 3 we look in some depth at orchestra instruments and song writing influenced by the question, 'Why do we celebrate?'

### Curriculum Map

| Year | Term   | Curriculum  | Assessment   |
|------|--------|---|--|
| 7    | Term 1 | Reading notation starts the term with exploration of how to read musical notation on a staff. This includes both treble and bass clef and what they both mean as well as why they are important. They will explore time values of notes too and create their own musical compositions using all their new notation knowledge.<br>The students will explore the different musical time periods and how the events of the time influenced the genres of music that followed. They will identify the key musical elements of each time period and create their own composition to match at the end of the topic. | Baseline assessment<br>Written assessment of note values and reading clef notation<br>Composition assessment<br>Listening assessment of time periods for music<br>Performance assessment<br>Composition assessment for a time period of their choice |
|      | Term 2 | The students will explore how politics, prejudice and poverty impacts areas of the world and their music through Reggae and Bob Marley. They will also learn about religion and how this can be important for deprived areas musically as well as socially.<br>They will continue this theme with studying war and the historical impact they have had on music over the centuries. They will explore uses of music such as military or social etiquette with a focus on the influences of war on genres over the years.  | Performance assessment of a reggae piece<br>Two listening assessments<br>Performance assessment of a war piece<br>Listening assessment of key war music elements<br>Composition assessment of a fanfare of piece of war music                        |
|      | Term 3 | The students will explore instruments found in the orchestra and identify the musical families they live within. There will be lots of emphasis on their listening skills within this topic and their ability to identify instruments within music.   | Listening assessment of instruments in the orchestra<br>Performance assessment of an orchestral piece<br>Extended project on instrumental families   |



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|  | With the driving question surrounding celebration, the students will apply their new musical knowledge from throughout the year and create their own celebratory song tying together their instrumental skills and their lyrical. | End of year assessment on all topics covered<br>Composition assessment of their song for success<br>Performance assessment for their composition |
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### Assessment:

Students will be assessed in three areas in music: their ability to perform, to compose and to analyse and critique music. Students will often perform to the class and to one another, this will either be formally assessed or an opportunity for the teacher and peers to give constructive feedback. There will be several opportunities for students to reflect on their own work and write about their thoughts. Students will also at times be required to listen to music and use knowledge they have gained from the topics they have studied to answer questions about the music. There will be assessments based on three main skills such as physically performing, composition writing and appraisal.

### Extended Learning:

Private music lessons for a variety of different instruments are on offer at the John Taylor Free School and students will have the opportunity to perform in variety of settings throughout the year such as assemblies and our official opening day. There will be several enrichment clubs in music: a band workshop where students will have the opportunity to join a band with their peers and learn to perform together and a school choir. Students will be expected to listen to outside musical influences to widen their repertoire and to add to the musical debates within classroom learning. It will be expected that students complete 'Rockwork' as additional tasks from the lessons in school, this will be based around areas such as rehearsal, reflection, technique building and extensions of the lesson. The students will have opportunities to perform with other schools in the area, participate in transition activities with local primary schools, perform in public to celebrate and promote the music programme within school and work with the public.

### Connection to the JTFS Approach

| Whole School Theme                   | How does <i>Music</i> support this?  |
|--------------------------------------|--|
| STRIPE                               | Students will need to be team players within group work and ensemble performances. They will need to reflect on their skill and show resilience when faced with new musical knowledge and challenges. It is expected that the students will create extended projects which inspire their enquiries and foster their curiosity. |
| STEAM                                | The extended projects should be visually pleasing and show creativity with design and artwork. The notation topic will stretch their mathematical minds and support the work on fractions in year 7.   |
| Literacy                             | Students will be expected to understand the importance of lyrics and using literacy to convey a message. There will be plenty of literacy tasks in each topic to include written understanding which will be monitored for grammar, punctuation and spelling.  |
| Numeracy                             | Music is often closely linked with numeracy, students will need to understand how to keep a steady pulse and how rhythm is divided up into various fractions.  |
| SMSC, British Values and Citizenship | The work on historical periods of music will guide the students through the social and moral events over time. The work on prejudice and politics will support the students with deeper understanding of ethical issues in the world and how these can be challenged.  |